

## **Relationships, Sex and Health Education, policy (RSHE)**

**Nominated Member of Leadership Staff Responsible  
for the policy:**

**Cath Thomas Headteacher**

**Designated Safeguarding Leads:**

**Cath Thomas Headteacher**

**Ellie Long Learning Mentor**

**Named Governor with lead responsibility:**

**Viv Smith**

**Date written:**

**March 2020**

**Date agreed and ratified by Governing Body :**

**2021**

**Date of next review:**

**2024**

**This policy will be reviewed every three years,  
and following any concerns and / or  
updates to National and Local guidance or  
procedures**

## Relationships, Sex and Health Education, policy (RSHE)

### Aim

The aims of sex and relationship education (RSHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies and reporting safeguarding issues

### 2. Statutory requirements

#### Relationships Education, Relationships and Sex Education (RSHE) and Health Education

DfE Draft statutory guidance February 2019

This guidance states that children must be taught the Relationships and Health education curriculum outlined in the DfE guidance (February 2019), but can opt out of teaching the sex education section if the curriculum being taught is not part of the statutory science curriculum. [DfE Science programme of study September 2013](#).

This is based upon statutory guidance from the DfE issued under [Section 80A](#) of the [Education Act 2002](#).

At Porter Croft we teach RSHE as set out in this policy.

If primary academies do teach RSHE, they are required by their funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

### 3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSHE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

#### **4. Definition**

For the purpose of this policy ‘**relationships and sex education**’ is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online.

‘**Health education**’ is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

#### **5. Delivery of RSHE**

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum. We will ensure that all teaching and materials are appropriate for the ages of our pupils, their developmental stages and any additional needs such as SEND.

Classes may be taught in single sex groups, dependent on the nature of the topic being delivered at the time, and the cultural background of our pupils where it is only appropriate to discuss the body in single sex groups.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life.

#### **6. Roles and responsibilities**

The governing board is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Ensuring the religious ethos of the school is maintained and developed through the subjects.

The headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy every three years.

The appropriate teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Working with the whole teaching staff to evaluate the quality of provision.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the sex education components of RSHE.

The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.

The pupils are responsible for :

- Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

### **7. Parents' right to withdraw**

Relationships and health education are statutory at primary and parents do not have the right to withdraw their child from this part of the curriculum.

As sex education is not statutory at primary level (other than what must be taught as part of the science curriculum), parents have the right to request to withdraw their child from all or part of the sex education curriculum.

Please see the sex education overview detailed in this policy which outlines the statutory science curriculum. Other aspects of sex education are taught in the Health and Wellbeing units in the statutory RSHE curriculum.

The headteacher will grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum.

The headteacher will discuss with the parent, the benefits of receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded.

The headteacher will keep a record of the discussion between themselves, the pupil and the parent.

Where a pupil is withdrawn from sex education, the headteacher will ensure that the pupil receives appropriate alternative education.

### **8. Training**

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses, to provide support and training to staff teaching RSHE.

### **9. Monitoring arrangements**

The delivery of RSHE is monitored by the headteacher through:

*Planning scrutinies, drop ins, pupil voice, whole staff feedback sessions, PDMs*

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

### **10. Relationships education overview**

Families and people who care for me

By the end of primary school, pupils will know:

- That families are important for them growing up because they can give love, security and stability.
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

### **Caring friendships**

**By the end of primary school, pupils will know:**

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, but that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust.
- How to judge when a friendship is making them feel unhappy or uncomfortable.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

### **Respectful relationships**

**By the end of primary school, pupils will know:**

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
- Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

## **Online relationships**

**By the end of primary school, pupils will know:**

- That people sometimes behave differently online, including pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

## **Being safe**

**By the end of primary school, pupils will know:**

- What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.
- About the concept of privacy and the implications of it for both children and adults.
- That it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves and others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to seek advice, for example, from their family, their school and other sources.

## **11. Health education overview**

The focus at primary level is teaching the characteristics of good physical health and mental wellbeing.

### **Mental wellbeing**

**By the end of primary school pupils will know:**

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.
- The scale of emotions that humans experience in response to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
- How isolation and loneliness can affect children and that it is very important they discuss their feelings with an adult and seek support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support (including recognising the triggers for seeking support), extending to who in school they should speak to if they are worried about themselves or others.
- That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

### **Internet safety and harms**

**By the end of primary school, pupils will know:**

- That for most people, the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online.
- The risks of excessive time spent on electronic devices.
- The impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others.
- How to recognise and display respectful behaviour online.
- The importance of keeping personal information private.
- Why social media, some computer games and online gaming, for example, are age-restricted.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- How to be a discerning consumer of information online, including understanding that information (inclusive of that from search engines) is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.

### **Physical health and fitness**

**By the end of primary school, pupils will know:**

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle, including obesity.
- How and when to seek support, including which adults to speak to in school if they are worried about their health.



## **Healthy eating**

**By the end of primary school, pupils will know:**

- **What constitutes a healthy diet, including an understanding of calories and other nutritional content.**
- **The principles of planning and preparing a range of healthy meals.**
- **The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on diet or health.**

## **Drugs alcohol and tobacco**

**By the end of primary school, pupils will know:**

- **The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.**

## **Health and prevention**

**By the end of primary school, pupils will know:**

- **How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.**
- **About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.**
- **The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn.**
- **About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.**
- **About personal hygiene and germs including bacteria and viruses, how they are spread and treated, and the importance of hand washing.**
- **The facts and science relating to immunisation and vaccination.**

## **Basic first aid**

**By the end of primary school, pupils will know:**

- **How to make a clear and efficient call to emergency services if necessary.**
- **Concepts of basic first-aid, for example dealing with common injuries, including head injuries.**

## **Changing adolescent body**

**By the end of primary school, pupils will know:**

- **Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.**
- **About menstrual wellbeing and key facts relating to the menstrual cycle.**

## 12. Sex education

All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

The curriculum in blue is the statutory science content.

### Y1

- Identify, name draw and label the basic parts of the human body and say which part of the body is associated with each sense.

### Y2

- Notice that animals, including humans, have offspring which grow into adults.
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).

### Y3

- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.

### Y4

- Describe the simple functions of the basic parts of the digestive system in humans
- Identify the different types of teeth in humans and their simple functions.

### Y5

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe the life process in some plants and animals.

### Y6

- Identify and name the main parts of the human circulatory system and, describe the functions of the heart, blood vessels and blood.
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.